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ABSTRACT

The final report of the Pennsylvania State University Strategic Study Group on the Status of Women describes activities and presents recommendations concerned with the broad areas of leadership share, structure and quality of University worklife, and structure and quality of the academic environment. Recommendations address the following specific areas: recruitment of women administrators, retention and advancement of women faculty, leadership share, advocacy for women, job assessment and evaluation, part-time benefits and compensation, family-responsive and flexible employee benefits, clerical advancement and development, dual career recruitment and retention, employee relations and representation, women of color, sexual harassment in the workplace, sexual violence against women, family care policy, staff exempt and staff nonexempt employees, recruitment of women faculty, sexual harassment of students, "chilly" classroom climate, sexual minorities, returning adult students, women's athletics, health services for women students, women's studies program, curriculum integration, Center for Women Students, and non-tenure track faculty. A final section notes areas not addressed by the Study Group. Appended are a list of Study Group members and staff and implementation guidelines for the general recommendations. (DB)

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ED319304

The Strategic Study Group on the Status of Women

REPORT TO THE PRESIDENT AND THE COMMISSION FOR WOMEN

Final Report

March 1988

THE PENNSYLVANIA STATE UNIVERSITY

University Park, Pennsylvania 16802

HE023492

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The Strategic Study Group on the Status of Women
Final Report

Introduction

The appointment of the Strategic Study Group on the Status of Women in October 1985 was the result of almost a year of planning in the Commission for Women and the Office of the President. In 1984-85, the Commission's Task Force on the Status of Women developed a study proposal that identified major issues to be addressed regarding the status of women at Penn State and recommended the formation of a Study Group. In the summer of 1985, Dr. Marian Swoboda, assistant to the president of the University of Wisconsin System, met with the Task Force on the Status of Women and other members of the Commission for Women. As a result of these meetings, detailed plans were developed for the appointment and funding of a Strategic Study Group.

In the fall of 1985, the Study Group was appointed by President Jordan and the Chair of the Commission for Women, and was charged to conduct a University-wide investigation of the status of women at Penn State and to make recommendations as appropriate. Dr. Kathryn Moore (Professor, Higher Education, and Director, Center for the Study of Higher Education) was appointed Chair of the Strategic Study Group and Dr. Michael P. Johnson (Associate Professor, Sociology and Women's Studies) was hired as Research Director. More than 30 Study Group members were appointed from the University community representing undergraduate and graduate students, faculty, administrators, staff exempt, staff nonexempt, clerical, and technical-service employees (a list of members and staff may be found in Appendix A). The Office of Planning and Analysis provided staff support, and a separate research budget was established for the work of the Study Group.

Activities of the Study Group

The Strategic Study Group held its first meeting on October 30, 1985. At that time the group decided to examine national and state issues and trends as a means of developing a comprehensive set of topics

for the closer study of women within Penn State. Dr. James Morrison, professor of higher education at the University of North Carolina at Chapel Hill, conducted a day-long workshop on the future and environmental scanning. As a result of these early deliberations, the Study Group identified four issue areas, and subgroups were organized for each:

1. **Institutional climate, quality of life, and image**
   Chair: Dr. Janet Williamson

2. **Academic programs and services**
   Chair: Dr. Sabrina Chapman

3. **Conditions of employment**
   Chair: Ms. Nancy Cline

4. **Recruitment, retention, and advancement opportunities**
   Chair: Dr. Carolyn Sachs

Each of the subgroups was charged to examine the issues in its domain across all categories of women, and the subgroup chairs served as a steering committee throughout the tenure of the Study Group.

In 1986 the Study Group conducted hearings at all campus locations in order to encourage as many women as possible to voice their concerns and to make suggestions for improving conditions within Penn State. More than 1,000 women participated in these hearings. Testimony was received from students, faculty, and staff in a wide variety of roles from across the University. Although a great many issues were raised, there was considerable consistency in testimony across campus locations. There was also remarkable enthusiasm for the opportunity the hearings afforded for women to voice their concerns to a representative body of the University. Testimony from the hearings provided invaluable guidance to the Study Group in selecting topics for further investigation.

Other sources of information included a telephone access number for individuals to use on a confidential basis. Wide use was made of the media to publicize both the hearings and the access line. In addition, teams of study group members interviewed the deans of each of the 10 colleges, and of Undergraduate Programs, the Graduate School, and the University Libraries, as well as the director of Intercollegiate Athletics. A variety of data analyses, surveys, interviews, and small group

meetings were initiated by the Study Group chair and the research director to expand and deepen the information gathered in preparation for the development of reports and recommendations.

Members of the Study Group have worked tirelessly over the past two years to conduct the hearings; to pinpoint problems; to study multiple, complex issues; and to offer recommendations that are both specific to a problem and applicable across Penn State. The Study Group has presented its findings through a series of recommendation packages rather than a single, large report. The complexity of the issues and the need to address each one as fully as possible--since University deliberation and action would follow from them--suggested this as the more appropriate strategy. In addition, research reports were prepared by the research director and staff for many of the recommendations.

The Study Group submitted its first recommendation package to the President and the Chair of the Commission for Women in November 1986. The four topics addressed were Job Assessment and Evaluation, Recruitment of Women Faculty, Part-time Benefits and Compensation, and Recruitment of Women Administrators. These recommendations were prefaced by an Overview that included an introduction, chronology of activities, and data highlights of preliminary findings. This initial package was favorably received by the President, the Commission for Women, and the University community. The Study Group was praised for the quality and thoroughness of each recommendation, and the Office of the President began the serious work of developing policy initiatives in response to the work of the Study Group.

During the next six months, Study Group members worked diligently to prepare the second recommendation package which was unveiled in April 1987. Package #2 addressed Family-Responsive and Flexible Employee Benefits, Clerical Advancement and Development, Retention and Advancement of Women Faculty, and Sexual Harassment of Students. Like its predecessor, Recommendation Package #2 was widely acclaimed for its comprehensive, in-depth analysis of sensitive and complex issues affecting female students and employees.

By the time Recommendation Package #3 was completed in July, news of the Study Group's efforts had spread far beyond central Pennsylvania. The Chronicle of Higher Education described our reports in an article

featuring universities studying the status of women on their campuses. Penn State is one of a select group of major public research universities (Virginia and California are two others) studying these issues. Recommendation Package #3 contained three reports: Chilly Classroom Climate, Dual Career Recruitment and Retention, and Employee Relations and Representation.

The summer and early fall of 1987 were devoted to the preparation of an even more ambitious package. Recommendation Package #4, released in early December, consisted of seven major recommendations: Women of Color, Sexual Minorities, Returning Adult Students, Sexual Harassment in the Workplace, Sexual Violence Against Women, Women's Athletics, and Health Services for Women Students.

Although the Study Group was originally appointed for two years, the depth and scope of issues examined by the committee was such that work continued through fall semester 1987. During its final months, the Study Group completed Package #5, a set of eight recommendations: Family Care Policy, Women's Studies, Curriculum Integration, The Center for Women Students, Non-Tenure Track Faculty, Staff Exempt and Staff Nonexempt Employees, Leadership Share, and Advocacy for Women.

As we neared completion of our work, it became clear that the original four topics and subgroups that had provided an organizational framework for our work needed to be updated. In their place, we developed the following framework for our reports and recommendations:

1. **Leadership share**
2. **Structure and quality of University worklife**
3. **Structure and quality of the academic environment.**

The 26 general recommendations are included in the following section, organized around this three-part framework. The complete recommendations, including 192 implementation recommendations may be found in Appendix B, in alphabetical order as they appeared in the five packages.

Many individuals other than Study Group members and staff have contributed to the success of the Strategic Study Group on the Status of Women. We would like to acknowledge the efforts of every individual who attended hearings or focus groups, called the access line, granted

an interview, or devoted time and energy to the studies, position papers, suggestions, and written and oral comments that undergird our recommendations.

General Recommendations

Leadership Share

Recruitment of Women Administrators[1]

General Recommendation D

Increase the number of women in executive and administrative leadership positions throughout the University by adopting a "serious search" strategy. The components of this strategy include: (a) reaffirming the University's commitment to affirmative action; (b) requiring national searches for administrative position openings; (c) targeting a number of position vacancies for special attention; and (d) allocating funds for the recruitment of top level women for administrative positions.

Retention and Advancement of Women Faculty

General Recommendation G

Increase the number of women in senior faculty positions by improving the retention of well-qualified women.

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[1]Although some recommendations (such as Recruitment of Women Administrators) might have fit into more than one category, they are listed only once.

The Leadership Share: Toward The Year 2000

General Recommendation Y

Achieve a balanced representation of men and women in leadership positions throughout the University by increasing the percentage of women to 50 percent in academic, administrative, and management positions by the year 2000.

Advocacy for Women

General Recommendation Z

Enhance the current structure of advocacy for women by expanding the resources available to the Commission for Women, the Office of Human Resources, the Equal Opportunity Planning Committee, and the Center for Women Students. Make structural changes in these bodies as necessary to ensure that the following functions are adequately addressed throughout the system: (1) provision of ongoing policy advice to the President on women's issues; (2) monitoring and reporting on the University's progress in addressing women's equity issues; (3) administration of a comprehensive program of education and training at all locations regarding women's equity issues; and (4) providing support for women with specific equity grievances.

Carefully monitor the consequences of these changes for a period of 18-24 months, after which serious consideration should be given to the possible need for major structural changes to increase the impact of the administration's commitment to the ultimate attainment of gender equity.

Job Assessment and Evaluation

General Recommendation A

Replace the multiple job evaluation plans currently in use with a single evaluation plan for all classes of staff employees. Reassess and evaluate all staff positions by this new plan and adjust salaries as appropriate.

Part-time Benefits and Compensation

General Recommendation C

Offer prorated benefits and increase pay for part-time employees who have worked 750+ hours for at least two consecutive years. Conduct a cost analysis of extending benefits to part-time employees who have worked 750+ hours per year for one year.

Family-Responsive and Flexible Employee Benefits

General Recommendation E

Enrich the current benefits plan by adding "family-responsive benefits" and enhancing existing benefits to better meet the needs of Penn State's female employees. Initiate a comprehensive review of the benefits plan and survey employees to determine the feasibility and desirability of implementing flexible benefits for University employees.

Clerical Advancement and Development

General Recommendation F

Provide more opportunities for clerical development through in-service and credit courses. Encourage the attainment of educational and professional advancement goals.

Dual Career Recruitment and Retention

General Recommendation J

Implement strategies that will improve Penn State's ability to attract and retain dual career couples.

Employee Relations and Representation

General Recommendation K

Review the current personnel representative system and make necessary changes to increase its effectiveness and to facilitate the dissemination of personnel information. Review and revise the grievance policies and procedures for nonacademic personnel to create a climate more conducive to redressing employee problems.

Women of Color

General Recommendation L

Create a University-wide Strategic Study Group on the Status of People of Color, with a charge to look closely at the special concerns of women of color within that larger context.

Interim Recommendations: Strengthen the existing Affirmative Action Office by providing additional budget and staff, target all categories of women of color in efforts to recruit and retain women employees in all employment classifications, and extend existing recruitment and retention measures for Black students to other categories of people of color.

Sexual Harassment in the Workplace

General Recommendation O

Revitalize Penn State's commitment to eradicating sexual harassment of employees by (1) publicizing sexual harassment policies and their enforcement, (2) revising sexual harassment guidelines, (3) creating a new position responsible for the education of employees and supervisors, and for the training of sexual harassment contact persons, and (4) committing additional resources to support ongoing sexual harassment educational programs.

Sexual Violence Against Women

General Recommendation P

Improve personal safety for women at all Penn State locations by (1) educating the University community about rape and sexual assault, (2) improving lighting and escort services, and (3) improving procedures for responding to reported incidents of sexual assault.

Family Care Policy

General Recommendation S

Implement policies that will provide students and employees at all locations with access to affordable, quality family care opportunities. Steps should be taken to (1) ensure the availability of adequate family care opportunities at all locations, (2) enhance student and employee ability to afford quality family care, and (3) facilitate the scheduling of family and work time to accommodate the needs of employees and students with family care needs.

Staff Exempt and Staff Nonexempt Employees

General Recommendation X

Improve conditions of employment for women staff exempt and nonexempt employees with respect to (1) salary, (2) opportunities for development and advancement, (3) recruitment into the higher staff grades, (4) abuse of the "more than 40 hour work week", (5) problems of isolation, and (6) representation in University decision-making processes.

Structure and Quality of the Academic Environment

Recruitment of Women Faculty

General Recommendation B

Increase the number of women in standing professorial ranks at all locations. Special attention should be given to recruiting women for appointments at senior ranks. The implementation of this recommendation will require: (a) the establishment of general policies designed to more clearly define and mandate affirmative action in our search for women faculty; (b) increased involvement of the Affirmative Action Office in such searches and the allocation of the resources required to support that involvement; (c) directives concerning the gender composition of search committees and special tactics for identifying potential candidates; and (d) the continuous monitoring of affirmative search efforts.

Sexual Harassment of Students

General Recommendation H

Create a more visible and more effective system of institutional accountability for students experiencing sexual harassment.

"Chilly" Classroom Climate

General Recommendation I

Study the classroom climate for women at Penn State and commit institutional resources, as necessary, to improve it.

Sexual Minorities

General Recommendation M

Institute a University-wide policy of nondiscrimination based on sexual orientation. Assure enforcement of this policy and combat prejudice against lesbians, bisexuals, and gays through a University-wide program of education. Work to provide more supportive living environments and more sensitive counseling for sexual minorities. Integrate lesbian, gay, and bisexual matters into the academic curriculum and guarantee that faculty and students will be able to pursue related research interests without jeopardizing their academic or professional well-being.

Returning Adult Students

General Recommendation N

Develop new services and expand existing ones to better meet the needs of returning adult female students at Penn State. Establish linkages between the Returning Adult Student Center at University Park and adult students at each campus location. Establish a pool of funds focused on the development of programs for returning adults at all locations.

Women's Athletics

General Recommendation Q

Implement strategies that will ensure a women's sports program equitable to the men's sports program and move Penn State's women's sports into national prominence.

Health Services for Women Students

General Recommendation R

Increase awareness of the health services for women students available at University Park and other locations and continue to improve the quality of these services. Strengthen the Women's Health Department and broaden its mission to include nongynecological health problems such as anorexia. Appoint a Women's Health Advisory Committee to monitor women's health issues at all Penn State locations.

Women's Studies Programs

General Recommendation T

Implement policies regarding curriculum and faculty appointments that will enhance the visibility of the Women's Studies Program. Continue its growth in directions that will provide clear women's studies career lines for its faculty, and that will solidify its position in the academic community. Provide the staff support that will allow it to function effectively as an interdisciplinary, intercollege program.

Curriculum Integration

General Recommendation U

Implement a University-wide, inclusive curriculum integration effort to encourage and support faculty who wish to revise their course to be more inclusive of the activities. accomplishments, and perspectives of women and people of color. Appoint a University Curriculum Integration Committee and provide resources to implement curriculum integration programs throughout the University.

Center for Women Students

General Recommendation V

Increase staffing, allotment, and space for the Center for Women Students to provide adequate support for its missions of advocacy, information dissemination and educational programming, and liaison on matters concerning women students at all Penn State campuses.

Non-Tenure Track Faculty

General Recommendation W

Implement policies that will provide non-tenure track faculty members with (1) improved job security, (2) access to promotion and advancement opportunities, and (3) equitable salaries. Encourage units with large numbers of non-tenure track faculty positions to convert as many of them as possible to tenure track appointments. Establish tenure track "clinical" faculty appointments.

Looking to the Future

Although the work of the Study Group is now drawing to a close, work on improving the status of women at Penn State is just beginning. After decisions have been made regarding appropriate response to nearly 200 specific Study Group recommendations, detailed plans will have to be developed for the required policy and management initiatives. Although the President and his staff have already begun that process, the bulk of the work remains to be done. It is also the case that, comprehensive though the Study Group recommendations may seem, there are a number of areas that the Study Group identified as important that could not be addressed within its two year lifespan.

Important Areas Not Covered by the Recommendations

Although the Study Group did address almost all of the issues that we had given high priority in our early deliberations, we were unable to devote as much attention as we would have liked to the problems of women in technical-service positions. Some of their needs were addressed in recommendations that dealt with general employee issues, such as job classification, pay and benefits for part-time employees, family care services, family responsive benefits, sexual harassment, and employee relations and representation. Nevertheless, given that the University employs over 850 technical-service women and that (like the other employee groups we studied) technical-service women are heavily concentrated in the lower pay grades, we would like to have given them some special attention. We urge the Commission for Women to make the needs of technical-service women one of their high priorities in the near future.

Another area that we were unable to address adequately is the problem of recruitment and retention of women students and faculty in traditionally male-dominated fields. Although the last few years have seen tremendous changes in the gender composition of the College of Business Administration, the changes in other traditionally "male" colleges such as Engineering, Science, Earth and Mineral Sciences and Agriculture have been considerably more modest. Current national concerns over a predicted shortage of scientific personnel in the next

decade have produced an external climate that may be very supportive of efforts to recruit and retain women and minorities in these fields. Some years ago, a University committee developed a proposal for a program called "Connect," which was designed to address some of these issues. We feel that the Connect proposal was basically sound, and urge the Commission for Women and the Office of the President to work with the four science and technology colleges to develop (and seek external funding for) a major recruitment and retention effort. If external funds are not available, such a program might be funded through the Equal Opportunity Planning Committee.

A third area, one that we began to examine but could not complete, is University image. Our concern is that the materials available to the public about Penn State seem to be heavily male-biased. To provide one negative example, the first press releases regarding the appointment of the Strategic Study Group on the Status of Women referred to Dr. Kathryn Moore as its "Chairman." To provide a positive example, Dr. Moore is now included in one of the short features on Penn State that are broadcast on national television during Penn State football games. Although we are aware of many examples of male bias in Penn State's public image, we have not documented the extent of the problem or developed recommendations for change. We suggest that the Commission for Women and the Office of the President conduct a study and develop a plan for gender-balance in the Penn State public image.

The last of the areas in which we suspect that there are problems that we were unable to address is physical aspects of the clerical work setting. Although we were able to conduct a preliminary investigation of the issues involved, we were unable to find the time to develop a set of recommendations. More complete information on this issue might be gathered in connection with the survey of employees currently being developed by the Office of Human Resources. The Commission for Women might then use our preliminary findings, in combination with information from that survey and a review of the general literature in the area, to develop a set of recommendations for Penn State.

Finally, there are a number of areas that we did not give high priority because the extent to which they involve gender bias problems is not clear. Nevertheless, a brief look at them could either assure us

that there are no problems, or (if problems are uncovered) lead to in-depth studies and the development of recommendations. These areas include physical education and recreational facilities, financial aid, admissions, advising and counseling services, extracurricular activities, and career counseling and placement services.

Working with the Recommendations

The Study Group did present detailed recommendations in 26 major areas, encompassing nearly 200 implementation recommendations. Progress in implementing these recommendations could have a tremendous impact on the lives of the women connected with Penn State. The Office of the President has already taken a number of steps in response to some of our earlier packages. In February 1987 President Jordan announced special efforts to attract women candidates for deanships, campus executive officer vacancies, and other top academic administrative positions. He indicated that search committees would be directed to bring forward at least one woman candidate and at least one minority candidate who are fully qualified for each such position. In addition, the President said that he would call for names of women and minority candidates who may have declined consideration by the search committee, but who were sufficiently well qualified that a special recruitment effort from the Office of the President would be appropriate. Since that time, the University has appointed both a woman dean and a woman campus executive officer.

In September 1987 Dr. Jordan informed the Board of Trustees of these and other initiatives related to the recommendations of the Study Group. Dr. Jordan has asked the deans to implement similar affirmative action procedures in searches at the department head level, and a special fund has been created to enhance the recruitment of women to Penn State. The Administrative Fellow Program (initiated by the Commission for Women) has been expanded to provide additional administrative experience for women and minorities at Penn State. A newly created position of assistant director of human resources for the Commonwealth Educational System and the addition of two human resource officers were in part responses to our recommendations concerning employee relations and representation. The University has begun the process of securing an

outside consultant to help with a study of the salary administration and job classification system at Penn State. The University also is supporting efforts in the Office of Human Resources aimed at providing a more sophisticated approach to meeting the needs of dual career families.

President Jordan has assigned Vice President and Vice Provost Kenneth Mortimer to monitor progress on the recommendations made by the Study Group, and Dr. Mortimer has already discussed a number of the recommendations with the Council of Academic Deans. The Office of the President has distributed all of the Study Group recommendation packages to the Board of Trustees, the President's Administrative Policy Council, the deans, the campus executive officers, and the President's Faculty Advisory Committee. The chair of the Study Group has been invited to make presentations to the President's Budget Task Force and the Affirmative Action Committee of the Board of Trustees; and the Office of the President has been involved in regular consultation with her regarding the Study Group recommendations.

Encouraging as all this may be, the goals established by the recommendations of the Study Group are extremely ambitious. They cover a broad range of issues related to University leadership, the quality of worklife at the University, and the nature of academic programs and services. The process of decision-making and implementation will certainly cover a period of years and will touch every corner of the Penn State system throughout the state. Our final recommendation, Advocacy for Women, therefore focused on tactics for the implementation of recommendations and the monitoring of the University's progress toward true gender balance. With its implementation, we believe this University can look forward to the day when it will achieve not only gender-balance, but a role as a leader among public universities in promoting institutional diversity and respect for all individuals.

Appendix A

List of Members and Staff

The Strategic Study Group on the Status of Women

LIST OF MEMBERS

Dr. Kathryn Moore, Chair
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Appendix B

Implementation Recommendations

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RECOMMENDATION PACKAGE #1

Job Assessment and Evaluation
General Recommendation A

Replace the multiple job evaluation plans currently in use with a single evaluation plan for all classes of staff employees. Reassess and evaluate all staff positions by this new plan and adjust salaries as appropriate.

Recruitment of Women Faculty
General Recommendation B

Increase the number of women in standing professorial ranks at all locations. Special attention should be given to recruiting women for appointments at senior ranks. The implementation of this recommendation will require: (a) the establishment of general policies designed to more clearly define and mandate affirmative action in our search for women faculty; (b) increased involvement of the Affirmative Action Office in such searches and the allocation of the resources required to support that involvement; (c) directives concerning the gender composition of search committees and special tactics for identifying potential candidates; and (d) the continuous monitoring of affirmative search efforts.

B.1: Further integrate the University's affirmative action policies with the Policy Manual to establish a definitive policy (PS-XX) regarding the nature of affirmative search for all standing faculty appointments. The policy should require consultation with the Affirmative Action Office at the beginning of every search and a report to the Affirmative Action Office at the end of every search (see also other recommendations below).

B.2: Require the dean of every academic unit to develop an annual affirmative action plan as part of his/her strategic plan. The plan should set explicit goals, identify implementation strategies, and develop procedures for the monitoring of progress. The general structure of each plan should be widely published within the unit, and the plans should become an integral part of the University's planning and budget process.

B.3: Substantially increase the President's Opportunity Fund and target women as well as minorities. These funds may be used to supplement salaries when necessary in order to make Penn State competitive with other top public universities, and to allow departments and campuses to make special efforts to broaden their searches and make them more inclusive.

B.4: Involve the Affirmative Action Office at the beginning of every search for a standing faculty position. An Affirmative Action Office staff person should be present at the first search committee meeting to discuss the current status of the unit with regard to appropriate comparison groups, to present general affirmative search strategies and to assist in the development of relevant discipline specific recruitment tactics. At locations other than University Park the Affirmative Action Office (in concurrence with the appropriate administrative officers) may wish to designate and train individuals to carry out this function.

B.5: Have the Affirmative Action Office develop discipline-specific guidelines for faculty recruitment, such as lists of publications and organizations which would provide access to appropriate pools of potential applicants.

B.6: Assess the potential impact of these recommendations on the staffing needs of the Affirmative Action Office and allocate resources as necessary.

B.7: Strongly encourage heads of academic units to appoint women as committee chairs.

B.8: Strongly encourage heads of academic units to include at least one woman member on every search committee for a full or associate professor position.

B.9: Make every effort to include women on <u>all</u> faculty search committees.

B.10: Place position advertisements in specialized women's publications where appropriate and send them to appropriate women's organizations.

B.11: Develop a new affirmative action statement for position advertisements that specifically encourages women and minorities to apply.

B.12: Encourage the utilization of vita banks whenever possible.

B.13: Encourage departments to assign senior faculty to recruit at meetings which are likely to provide access to large numbers of potential women applicants, and to utilize personal contacts within the discipline to search out potential women candidates.

B.14: Make a resources available at all Penn State locations to encourage inclusive search procedures, such as interviewing more than one candidate for each position before making a decision.

B.15: Revise the Affirmative Action Recruitment Report form to provide information regarding the procedures recommended above, including the addition of a section to be completed by the appointing academic administrator regarding the structure of offers made to various candidates.

B.16: Monitor the filing of Recruitment Reports through Affirmative Action Office screening of monthly payroll information on new standing appointments.

Part-time Benefits and Compensation
General Recommendation C

Offer prorated benefits and increase pay for part-time employees who have worked 750+ hours for at least two consecutive years. Conduct a cost analysis of extending benefits to part-time employees who have worked 750+ hours per year for one year.

C.1: Develop a benefits package for part-time employees who have worked 750 hours per year for at least two consecutive years. The package should be offered beginning July 1, 1987, and should include prorated health insurance, life insurance, education privileges, vacation, holidays, and sick leave. These employees are already eligible for participation in the retirement program.

C.2: Pay employees who have worked at least 750 hours for two consecutive years standard wage rates rather than casual wage rates.

C.3: Conduct a cost analysis to determine the economic feasibility of extending benefits to part-time employees who have worked 750 hours or more for one year.

Recruitment of Women Administrators
General Recommendation D

Increase the number of women in executive and administrative leadership positions throughout the University by adopting a "serious search" strategy. The components of this strategy include: (a) reaffirming the University's commitment to affirmative action; (b) requiring national searches for administrative position openings; (c) targeting a number of position vacancies for special attention; and (d) allocating funds for the recruitment of top level women for administrative positions.

D.1: Issue a directive from the President to all executive and administrative officers who make appointments to executive, administrative, or academic administrative positions, requiring from each the establishment of specific short-term and long-term targets for increasing the number of women in such positions and for the development of specific plans for ensuring progress toward these goals. These plans should be an integral part of the relevant strategic plans. The President should also continually reinforce through verbal and written communication the importance of truly affirmative searches for women candidates for such positions.

D.2: Establish a written policy that all position openings at the level of executive and administrator be carried out by affirmative national searches. Academic administrator vacancies shall also be subject to national searches, except in cases in which an exception has been granted by the Affirmative Action Office. Internal candidates would be included, of course, but since there are so few women within Penn State who could currently qualify, the national search is especially important for increasing the overall number of female administrators.

D.3: Target a number of administrative position vacancies during each year for five years for special attention and emphasis with regard to affirmative search. Targeted positions would be those vacancies identified as most central to institutional missions.

D.4: Assign an individual from the Office of the President to work closely with the Affirmative Action Office in the conduct of targeted searches and in active talent identification for both present and future openings. The process should include consultation with national experts on recruiting women administrators, such as the American Council on Education's Office of Women, so Penn State can model "best practices" in terms of administrative searches.

D.5: Assure that targeted searches have at least one-third female and minority membership on the search committee. In the case of a targeted search, the appointing administrator will work closely with the Affirmative Action Office and the designated liaison from the Office of the President to monitor the search. Appropriate resources should be allocated to support targeted searches.

D.6: Substantially increase the President's Opportunity Fund to provide funds for the recruitment of top-level women to administrative positions. The money will be used flexibly in the search and recruitment process, including providing funds to administer national searches, to provide sufficient financial enticements to compete for talented women, to provide bridge money where necessary, and to develop and maintain a roster of potential women candidates. In the long term, budgeting within each strategic planning unit should include costs for the active recruiting of women.

RECOMMENDATION PACKAGE #2

Family-Responsive and Flexible Employee Benefits
General Recommendation E

Enrich the current benefits plan by adding "family-responsive benefits" and enhancing existing benefits to better meet the needs of Penn State's female employees. Initiate a comprehensive review of the benefits plan and survey employees to determine the feasibility and desirability of implementing flexible benefits for University employees.

E.1: Establish as a benefits option family care for young children and elderly parents of Penn State employees. Detailed recommendations on family care are included in Recommendation S.

E.2: Replace sick leave and vacation days with personal time days. This time could be used by employees for sick leave, family care, vacation, or other personal responsibilities.

E.3: Review the maternity leave policies for faculty and staff with the intent of making the policy the same for all employees.

E.4: Clarify and revise the current child care leave policy so that parents of biological or adopted children of any age may be eligible to go on leave without salary and have the option of retaining accumulated sick days or vacation days before beginning such a leave.

E.5: Refer to the Faculty Senate Committee on Faculty Affairs a recommendation to modify PS-23 so that provisional faculty may be granted up to one extra year of tenure eligibility after the birth or adoption of a child (see also recommendation G.10).

E.6: Enhance the existing education benefit to include partial tuition reimbursement for non-University Park staff members for course work taken at other institutions.

E.7: Initiate a comprehensive review of the current benefits plan and survey employees to determine the feasibility and desirability of implementing a flexible benefits program. In reviewing the total benefits plan, study the possibility of making benefit options comparable across employee categories. Establish an employee-management dialogue to document employee benefit preferences.

Clerical Advancement and Development
General Recommendation F

Provide more opportunities for clerical development through in-service and credit courses. Encourage the attainment of educational and professional advancement goals.

F.1: Insure through a variety of techniques, including the establishment of an office of automation specialists, that clerical personnel who are expected to use automated equipment receive adequate on-the-job training. If adequate on-the-job training is not possible, the University should provide funds and release time for personnel to attend automation instruction offered elsewhere.

F.2: Establish and maintain courses to update clerical personnel skills in basic English, typing, and communication skills for all levels. Appoint a clerical task force to discuss and collect data that would aid the Office of Human Resources in their review of current course offerings (see recommendation F.8). Encourage non-University Park locations to develop and provide courses tailored to their specific needs.

F.3: Establish a floating "pool" of secretaries for the sole purpose of making it possible for clerical employees to avail themselves of educational opportunities currently provided by the University.

F.4: Create and provide a variety of tutorial programs on diskettes to take clerical and support staff through courses in the office (Computer Aided Tutor). These tutorials could be administered through the Office of Human Resources.

F.5: Provide funds and release time for clericals from branch campuses to travel to other locations so that they may participate in courses and workshops not available at their own locations. Alternatively, develop an office at University Park whose main function would be to send out a core of people to train, teach, and update clerical and support staff.

F.6: Establish a career counseling office geared specifically toward educating clerical employees about the advancement opportunities available to them. At non-University Park locations, the existing career development and placement office could set aside specific times for the counseling of clerical and support staff.

F.7: The Office of Human Resources should hold orientation sessions on a regular basis for faculty and administrative staff to acquaint them with current University policy regarding the educational privileges of clerical personnel.

F.8: Appoint a standing task force to work with the Office of Human Resources in reevaluating current University policy regarding professional development for clerical employees.

F.9: Encourage personnel representatives to develop better communications with clerical staff to keep them better informed of changes in policies related to professional development and career advancement opportunities.

F.10: Where appropriate, the Office of Human Resources should consider the implementation of similar recommendations with respect to staff exempt, staff nonexempt, and technical service employees.

Retention and Advancement of Women Faculty
General Recommendation G

Increase the number of women in senior faculty positions by improving the retention of well-qualified women.

G.1: Implement the Study Group recommendations regarding the recruitment of women into administrative positions (Recommendation D). Increasing the number of women in administrative positions would significantly alter faculty women's perceptions of the climate for women at Penn State.

G.2: Implement the Study Group recommendations regarding the recruitment of women faculty (Recommendation D).

G.3: Develop a system for the routine collection of confidential information from faculty members who are about to leave Penn State. Have the Affirmative Action Office use information from these confidential questionnaires to compile an annual retention report to be used in the continuing development of policy designed to improve the retention of women faculty.

G.4: Have the Affirmative Action Office regularly request and review information regarding assistant and associate professors who have spent an unusually long period of service at their current rank.

G.5: Charge the Evan Pugh committee and other such committees to take energetic affirmative action with respect to nomination and selection of women for faculty honors. The composition of such committees should include adequate representation of women and minorities.

G.6: The Office of the President should initiate a series of workshops on gender bias for administrators and others involved in the tenure and promotion process. These workshops should address a variety of issues such as perceptual bias, issues of double discrimination, the treatment of women faculty in informal professional interactions, the denigration of research on women or research in areas dominated by women, and problems of hidden workload.

G.7: Review new-faculty orientation programs and materials to address issues of women's isolation and provide information regarding the networks of women scholars at Penn State. Such materials should also deal with the problems of minority faculty and the double isolation of minority women faculty. These programs should also include information on any mentoring programs or summer fellowship and leave programs that are developed in response to he following recommendations.

G.8: Provide funds for the development of programs that will help women faculty to connect with peers and senior scholars who work in their areas of interest both within Penn State and at other universities.

G.9: Provide summer scholarships or leaves of absence to work with scholars elsewhere to encourage the development of contacts with professional peers at other institutions.

G.10: Refer to the Faculty Senate Committee on Faculty Affairs a recommendation to modify PS-23 so that provisional faculty may be granted up to one extra year of tenure eligibility after the birth or adoption of a child (see also recommendation E.5).

G.11: Refer to the Faculty Senate Committee on Faculty Affairs a recommendation to establish a new type of faculty appointment: standing, part-time tenure track. Such appointments would be available to faculty members who qualify for regular tenure track appointments but wish to work part-time and accrue credit toward tenure on a prorated basis.

G.12: Double the funding of the Research Initiation Program to increase the percentage of proposed projects that can be supported.

Sexual Harassment of Students
General Recommendation H

Create a more visible and more effective system of institutional accountability for students experiencing sexual harassment.

H.1: A high level of University commitment to eliminating sexual harassment should be expressed by President Jordan in the form of a letter to the University community every fall semester with winter and summer updates. This letter should clarify that such behavior is unacceptable, illegal, and will not be tolerated at this university.

H.2: Review the appointments of sexual harassment contact persons for both the Commonwealth campuses and the University's colleges, selecting appropriate persons for the student population served. Provide the contact persons with adequate training, instructions on programming expectations, and well-publicized visibility.

H.3: Clearly designate educational programming on sexual harassment for students as the responsibility of the college or campus contact persons and schedule such programs every fall semester.

H.4: Address the issue of sexual harassment with all new employees during employee training and orientation sessions; emphasize the institutional commitment to eliminating all those behaviors that constitute sexual harassment. Implement a reporting-back system on these sessions through the Affirmative Action Office to the President.

H.5: Faculty and staff professional development workshops and seminars should be conducted for all units within the first four weeks of each semester. Implement a reporting-back system as described in H.4.

RECOMMENDATION PACKAGE #3

"Chilly" Classroom Climate
General Recommendation I

Study the classroom climate for women at Penn State and commit institutional resources, as necessary, to improve it.

I.1: The Office of the President should direct the appropriate offices to study the classroom climate for women and minorities by campus and by college to determine specific problems and issues unique to each area (see, for example, College of Agriculture report).

I.2: The Office of the President should require the inclusion of classroom climate issues in student and peer evaluations of instruction.

I.3: The Office of the President should charge the appropriate office(s) to develop handbooks for unit heads and program heads (one for the Graduate School and one for Undergraduate Programs) that include information on climate and ways to assess and improve it.

I.4: The Office of the President should plan and conduct workshops to help unit heads, program heads, and faculty recognize the importance of classroom climate and practice ways to improve the climate. The Center for Women Students currently conducts such workshops on a limited scale and can serve as a resource for implementing this recommendation.

I.5: In instructional units that are overwhelmingly male, the unit head should develop strategies to encourage women students and faculty to interact with other women. Such strategies might include participation in professional societies (e.g., the Society of Women Engineers), the provision of counseling staff as in the College of Business Administration, and the utilization of support programs for women that are provided by Career Development and Placement Service and by Counseling and Psychological Services.

I.6: The Center for Women Students should be supported in its continuing efforts to offer regular workshops to help women, especially graduate students, prepare for and handle the problems of interaction between faculty and students.

I.7: The Office of the President should implement policies and strategies whose objective is to decrease the women student/women faculty ratio in order to increase opportunities for role modeling and mentoring. A first step should be to increase the number of women faculty through vigorous recruitment and retention efforts (see Study Group Recommendations B, D, and G in Recommendation Packages 1 and 2).

I.8: The Graduate Council should study the gender imbalance in faculty to student ratios within the Graduate School, attending especially to the number and areas of specialization of women on the graduate faculty and to the need for mentors.

Dual Career Recruitment and Retention
General Recommendation J

Implement strategies that will improve Penn State's ability to attract and retain dual career couples.

J.1: Develop a data base that will document why faculty and staff refuse offers or choose to relocate away from the University. Include in this data base information on searches that failed; tenured, tenure-track, and fixed-term I faculty who leave the University for another location; and individuals who are offered positions at Penn State but fail to accept them. An annual review of these data should be compiled, possibly by the Affirmative Action Office.

J.2: Expand the existing University-wide file of positions (which currently covers staff exempt and nonexempt openings) to include faculty, clerical, and technical service positions available at both University Park and other campus locations. To the extent possible, expand this file to include positions that are expected to become available within the near future. Make this file available on-line to individual job applicants, deans, department heads, campus executive officers, personnel representatives, and so on, in addition to employees of the Office of Human Resources.

J.3: Provide the existing Spouse Employment Assistance Program (to be renamed the Dual Career Employment Assistance Program) with a full-time professional and at least part-time clerical support. At University Park, establish more extensive contacts with Centre Region employers; at other locations, consider development of similar regional cooperative efforts. Provide access to a computerized job file (see Recommendation J.2) so that applicants can browse through continually updated lists of employment possibilities. Publish a University-wide newsletter with updated employment information and other items of interest to help maintain contact with those individuals who do not immediately find positions and to assist deans and department heads in their recruiting efforts.

J.4: Make the University's positive attitude toward dual career couples more explicit in the recruitment and hiring processes. Provide information to applicants identifying advantages Penn State has to offer the dual career family. For example, information brochures could indicate the existence of the Dual Career Employment Assistance Program. Implement related Study Group recommendations on day care, flexible scheduling, family-responsive benefits, and part-time appointments.

J.5: At the same time that positive efforts toward recruitment of dual career couples are being instituted, affirmative action principles and guidelines must be kept firmly in mind. Search committees should make every effort not to exclude women candidates based on the probability of their partners' employment. Dual career issues must not be allowed to become a basis for discrimination against women.

Employee Relations and Representation
General Recommendation K

Review the current personnel representative system and make necessary changes to increase its effectiveness and to facilitate the dissemination of personnel information. Review and revise the grievance policies and procedures for nonacademic personnel to create a climate more conducive to redressing employee problems.

K.1: Develop a plan to phase out the current system of personnel representatives and establish full-time human resource officer positions with well-defined qualifications. Hire employees with professional human resource training to fill these positions. Increase the number of regional human resource officers to better represent employees at non-University Park locations. These human resource officers should be appointed by and report to the Office of Human Resources. Steps should be taken to ensure a high level of representation of women and minorities as human resource officers.

K.2: As a short term, interim measure (until Recommendation K.1 can be fully implemented) establish a training program for all personnel representatives (administered by the Office of Human Resources) that will bring them up-to-date on all internal and external policies governing personnel practices at Penn State. Incumbents should be given refresher courses annually and encouraged to take courses in human resource management theory and practice.

K.3: Review and revise the grievance procedures for non-academic personnel to create a climate more conducive to resolving employee problems. Insure that the rights of employees are understood by workers and supervisors, and that workers can use the appeal process without fear of recrimination.

K.4: Set up a means by which all University employees can obtain confidential information from the Office of Human Resources. Consider the establishment of an 800 toll-free telephone number for employees at locations other than University Park, and include an answering service to permit employees to call during periods other than the 8 a.m. to 5 p.m. work day.

RECOMMENDATION PACKAGE #4

Women of Color
General Recommendation L

Create a University-wide Strategic Study Group on the Status of People of Color, with a charge to look closely at the special concerns of women of color within that larger context.

Interim Recommendations: Strengthen the existing Affirmative Action Office by providing additional budget and staff, target all categories of women of color in efforts to recruit and retain women employees in all employment classifications, and extend existing recruitment and retention measures for Black students to other categories of people of color.

L.1: Create a University-wide Strategic Study Group on the Status of People of Color, with a charge to look closely at the concerns of women of color within that larger context. Membership on the committee should include influential whites and a two-thirds majority of people of color. There should be strong representation of Black, Hispanic, Native American, and Asian-American women and men leaders at the University. The Study Group should review programs in place that are aimed at recruiting and retaining people of color as employees and students to determine why these programs are not working adequately and what additional changes and initiatives need to be made.

L.2: Strengthen the existing Affirmative Action Office by providing the staff and budget necessary to allow it to fulfill its mandate to assure affirmative action searches and to provide recourse for employees who experience discriminatory employment practices. Change the title of the head of the Affirmative Action Office from Affirmative Action Officer to Director of Affirmative Action.

L.3: Make special efforts to apply Study Group recommendations concerning the recruitment and retention of women faculty, administrators, and dual career couples to women of color. Extend the principles set forth in these recommendations to all employee categories.

L.4: Extend existing recruitment and retention measures for Black students to other categories of people of color.

Sexual Minorities
General Recommendation M

Institute a University-wide policy of nondiscrimination based on sexual orientation. Assure enforcement of this policy and combat prejudice against lesbians, bisexuals, and gays through a University-wide program of education. Work to provide more supportive living environments and more sensitive counseling for sexual minorities. Integrate lesbian, gay, and bisexual matters into the academic curriculum and guarantee that faculty and students will be able to pursue related research interests without jeopardizing their academic or professional well-being.

M.1: Include sexual orientation in the University's policy statement on nondiscrimination. Assign responsibility for enforcement of this policy to the Affirmative Action Office. Disseminate the new policy widely through presidential statements, open letters to the University community in the Daily Collegian, the Intercom and other employee-directed publications, freshmen orientation, residence hall meetings, and policy handbooks.

M.2: Assign responsibility to the Affirmative Action Office, or another appropriately designated office, for developing programming to educate the University population about sexual minorities and the need to respect their basic rights as individuals.

M.3: Support and expand the educational programming currently conducted by Student Services units, such as Residence Hall Programs and the Center for Women Students.

M.4: Work to provide a supportive living environment for sexual minorities in a variety of settings. For example, train Resident Assistants to be sensitive to the needs of lesbian, gay, and bisexual students, and increase educational programming on gay and lesbian issues in the dormitories.

M.5: Ensure that Counseling and Psychological Services has on staff a counselor with professional training in dealing with the special problems of lesbians, gays, and bisexuals.

M.6: Offer curriculum integration workshops on gay and lesbian scholarship for teachers of introductory courses in appropriate disciplines. Encourage the development of proposals for courses focused specifically on gay and lesbian scholarship.

M.7: Guarantee that faculty and students be able to pursue research interests on lesbian and gay topics without jeopardizing their academic or professional well-being.

Returning Adult Students
General Recommendation N

Develop new services and expand existing ones to better meet the needs of returning adult female students at Penn State. Establish linkages between the Returning Adult Student Center at University Park and adult students at each campus location. Establish a pool of funds focused on the development of programs for returning adults at all locations.

N.1: Establish child care referral services immediately at all Penn State locations, offering information to students regarding the child care options that are available to them in the communities surrounding their Penn State location. Begin immediate planning for the construction of child care facilities at the University Park campus and develop plans for the administration of the facility. Conduct needs assessments at all other Penn State locations and make decisions regarding the building of facilities and/or the identification of contractors to offer services designed to meet the needs of Penn State students. Create a special "Parent Scholarship Fund" to offer child care subsidies to full-time and part-time Penn State students at all locations. (Package #5, Recommendation S, includes further details on family care services.)

N.2: Restructure the criteria for awarding financial aid so that adult students are not economically penalized by past income. Establish a special scholarship fund to provide short-term financial aid to those students whose initial award was based on income that will no longer be available to them while they are in school. Make special efforts to notify all returning adult applicants of the availability of this money, and of the review procedures that may be implemented to revise their award once they leave their job to attend school. Reserve a percentage of Pell grant funds for part-time students. Establish scholarships for returning adult students and establish a returning adult student loan fund. Support legislation for aid to part-time students. Allow the use of credit cards for the payment of resident tuition.

N.3: Institute more flexible scheduling of registration, counseling, library hours, and other services at locations where there is a significant returning adult population. Give serious consideration to the expansion of evening offerings of upper division courses as well as extended degree programs.

N.4: Provide subsidized housing for returning adults with families similar to housing available to graduate students at University Park. Allow undergraduates who meet the other criteria for eligibility to apply for Graduate Circle housing. For returning adults without families establish "returning adult" areas in the dormitories.

N.5: Establish committees (such as the Commonwealth Educational System committee on admissions) to review and revise policies in units such as career planning and financial aid to make them more responsive to the needs of returning adult students.

N.6: Create a full-time Commonwealth Educational System liaison position in the Returning Adult Student Center, charged to work closely with CES in the development of programs and policies focused on returning adult students, including orientation programs and the newly developed Adult Education 198 (Returning Adult Learners in the University), at all locations with sufficient returning adult student populations.

N.7: Establish a pool of funds to be made available for returning adult programs at all locations. Such funds would be awarded to fund proposals for start-up costs for programs or services that would eventually become self-supporting, and for "experimental" programs to provide demonstrations of effectiveness prior to permanent funding.

Sexual Harassment in the Workplace
General Recommendation O

Revitalize Penn State's commitment to eradicating sexual harassment of employees by (1) publicizing sexual harassment policies and their enforcement, (2) revising sexual harassment guidelines, (3) creating a new position responsible for the education of employees and supervisors, and for the training of sexual harassment contact persons, and (4) committing additional resources to support ongoing sexual harassment educational programs.

O.1: A high level of University commitment to eliminating sexual harassment should continue to be expressed by President Jordan in the form of a letter to the University community every semester. This letter should make it clear that such behavior is unacceptable, illegal, and will not be tolerated at this university. This executive letter should appear as a full-page announcement in the Daily Collegian and the Intercom, and should also be sent to all University executive officers, accompanied by a presidential directive to disseminate information to all personnel.

O.2: Revise the definition of sexual harassment in Personnel Guideline #16 and all other statements that pertain to the workplace to match the Equal Employment Opportunity Commission definition. Specifically, remove the second sentence, which states that: "Sexual harassment has occurred when an individual submits to such conduct as an implicit or explicit term or condition of his or her employment or education, or when submission to or rejection of such conduct is used as a basis for employment or educational decisions affecting such individuals."

O.3: Create a new position to provide orientation to campus executive officers, academic deans, heads of administrative units, personnel representatives (or human resource officers) regarding sexual harassment, and to provide training for sexual harassment contact persons. This individual would work with the Office of Human Resources and the Affirmative Action Office to develop an educational program for employees at all locations and undertake periodic assessments of the nature and frequency of sexual harassment incidents in the workplace. Commit institutional resources to support this position and provide additional staff as needed.

O.4: Modify the procedure for selecting sexual harassment contact persons to include input from unit employees. Appoint contact persons for a fixed period of time and implement a training program for them. Publish a list of all contact persons that would accompany the President's executive letter about sexual harassment (see Recommendation O.1).

O.5: Develop additional employee orientation materials, programs, and workshops that include specific coverage of discriminatory activities, including sexual harassment. Emphasize that the breadth of responsibility to report sexual harassment extends to all employees who are aware of it. Emphasize the confidentiality for both complainants and offenders, and state clearly that complainants have the right to pursue their allegations without fear of retribution.

Sexual Violence Against Women
General Recommendation P

Improve personal safety for women at all Penn State locations by (1) educating the University community about rape and sexual assault, (2) improving lighting and escort services, and (3) improving procedures for responding to reported incidents of sexual assault.

P.1: Release a statement from the President regarding the seriousness of the problem of rape and sexual assault and its basis in a set of attitudes toward women that are unacceptable in the University environment.

P.2: The University administration should implement a policy that would eliminate institutional support for the use of pornography for profit or entertainment. The policy should be carefully designed, in consultation with governance bodies such as the Faculty Senate and the student governments, to avoid infringement of individual rights or interference with the scholarly analysis of erotica and pornography. Work on the development of the policy should proceed concomitantly with increased educational efforts designed to inform the University community regarding the effects of pornography on images of women and attitudes toward sexual violence.

P.3: Support a coordinated rape education program through the Center for Women Students, beginning with the establishment of a rape awareness/prevention specialist position to develop and coordinate a broad range of programs on stranger rape, date rape, gang rape, sexism, pornography, and other topics related to the increased understanding of the seriousness of our sexual assault problem. This support should also include the development and purchase of materials for general distribution to students, faculty, and staff.

P.4: Develop educational programs that focus particularly on the all-male settings and organizations that often perpetuate the sort of predatory attitude toward women that contributes to date rape and to incidents such as the alleged fraternity gang rape of 1983. The Interfraternity Council should be asked to cooperate in the development and presentation of a regular program of rape education for fraternity and sorority members who participate in the "Little Sister" programs. Resident Assistants in male dormitory settings should be required to schedule rape awareness programs and rape awareness education should be a feature in the required health and sexuality curriculum developed for the Assistance Center for Student Athletes.

P.5: Conduct a high quality victimization survey designed to provide reliable information on the extent and nature of the sexual assault problem at Penn State. The research should be designed by an experienced survey researcher to ensure a random sample, a very high response rate, and question formats that will provide a complete picture of the nature of the problem. The results should be well publicized and linked to a reaffirmation of University concern regarding the development of a Penn State environment that does not, however inadvertently, support sexual assault.

P.6: Distribute the University Park Night Map to all University personnel and all new and transfer students, and develop similar maps for non-University Park locations.

P.7: Improve lighting in those areas identified as "sparsely lit" on the University Park map, and investigate the lighting situation at non-University Park locations.

P.8: Develop a reasonable number of <u>scheduled</u> runs for the Campus Loop after dark. Scheduled night stops would contribute to safety by reducing the amount of time spent waiting at a bus stop and by increasing the likelihood that there would be other women waiting for the same bus.

P.9: Implement a University Park driven escort service that would provide transportation to on and off-campus destinations, from dusk to dawn, year-round. Consider increased funding for the Capital College service and the possibility of establishing escort services at other locations.

P.10: Increase the use of foot patrols on campus at night and cadets for night foot patrol. Implement a crimewatch program involving the University's night shift employees.

P.11: Charge appropriate offices at all locations with developing procedures for responding adequately to the medical and psychological needs of victims of assault, and with developing materials designed to insure that all students, faculty, and staff are fully aware of those procedures. Develop (in coordination with the Rape Awareness/Prevention Specialist, see Recommendation P.3) a continuing program of education for those University personnel most likely to be in contact with victims of sexual violence.

P.12: Implement direct University support of Centre County Women's Resource Center (CCWRC) programs that are related to violence against women and that serve a University constituency. The CCWRC provides essential services to the University community, including a 24-hour rape/abuse hotline. Direct support from the University should be combined with a revision of University materials and programs to increase the number of references to the services available at the CCWRC.

P.13: Revise Office of Conduct Standards policies to allow victims of sexual assault to be accompanied by support persons in hearings related to their complaint. Establish a victim advocate position in the Department of University Safety. The job description should include a major component of expertise in dealing with victims of sexual violence.

Women's Athletics
General Recommendation Q

Implement strategies that will ensure a women's sports program equitable to the men's sports program and move Penn State's women's sports into national prominence.

Q.1: Charge the Director of Intercollegiate Athletics to achieve equity between women's sports and men's sports and to be accountable for this equity under a University monitoring system. Movement toward equity should include implementing Recommendations Q.2 through Q.11.

Q.2: Appoint a Women's Sports Council, with representatives from Intercollegiate Athletics administrators, coaches, and students, and from the University in general, to monitor and promote women's sports. The charge to the Women's Sports Council would include (1) gathering information regarding gender equity in such matters as budget, salaries, facilities, space, and support services; and (2) advising regarding strategies for effective enhancement and marketing of women's sports.

Q.3: Establish a philosophy of equity for women's sports by creating an administrative structure that guarantees a strong advocacy for women's sports within Intercollegiate Athletics. Create a new position of associate athletic director for women's sports to serve as a vigorous advocate, monitor, and leader for women's sports. If such an approach is adopted, a national search should be undertaken to fill the position.

Q.4: Design and implement a major marketing program for women's athletics with women's basketball as the potential revenue-sport centerpiece, including the investment of resources commensurate with a quest for a national title.

Q.5: Encourage all search committees to be vigorous in their efforts to recruit minority coaches, administrators, and staff as well as athletes. In the projected reorganization of Intercollegiate Athletics, take affirmative action to ensure equal opportunity for women and minorities to be appointed to leadership roles.

Q.6: Review differences in support, facilities, and space for comparable men's and women's sports and make adjustments where appropriate. In cases in which comparable men's and women's sports are assigned clearly different priorities, provide the Women's Sports Council with explicit and detailed information regarding the basis for each sport's priority status.

Q.7: Conduct annual salary reviews for coaches, administrators, and staff. Provide coaches of the same or comparable sports with equitable salaries and provide for continual monitoring of salaries by the Affirmative Action Office and the Office of Human Resources.

Q.8: Revise the current designation of sports as revenue (football and men's basketball) and nonrevenue (all other sports) in acknowledgement of the fact that only one sport actually supports itself. Switch to the following three category system: (1) revenue sports (football), (2) special priority sports (men's and women's basketball), and (3) other sports. Develop a plan to achieve equity in fiscal support for men's and women's basketball or any other sports that might be designated as "special priority sports."

Q.9: Issue a strong statement from the Director of Intercollegiate Athletics regarding gender equity throughout the program, the inappropriateness of sexist behavior or harassment of women coaches and athletics, and the unacceptability of inquiries into the private lives of staff, coaches, and athletes.

Q.10: Develop and schedule workshops on gender issues, including sexual harassment and sexual orientation, for all members of Intercollegiate Athletics. Make such workshops a required component of the programming in the Academic Assistance Center for Student Athletes. Staffing and programming in the Center should be gender balanced.

Q.11: Review the Athletic Medicine Program (see also Recommendation R.5). The membership of the review team should include physicians and other health care providers from outside the program as well as coaches, administrators, and students. It should report to the senior vice-president for finance and operations and the medical director of the University Health Center. This review team should be charged with gathering information regarding the following issues and making recommendations as appropriate:

a. Determine whether the quality of health services provided by the Athletic Medicine Department meets the needs of student athletes, Intercollegiate Athletics, and the University. Determine whether women athletes are encouraged to use the health services of the University Health Service (e.g., Women's Health).

b. Determine whether services are being provided in a way that treats women fairly, equitably, and sensitively, and insures the privacy and dignity of the patient.

c. Determine whether the Athletic Medicine Program should continue to report to Intercollegiate Athletics. Consider including athletic team physicians in the medical peer review procedure of the University Health Service.

d. Determine whether women have the same opportunity for athletic medicine support positions (e.g., trainer) as men.

Q.12: Issue a strong statement of administrative support for complete gender equity in the campus sports programs, including Behrend College and Capital College.

Q.13: Carefully monitor the appointment of athletic directors to ensure equal opportunity for women and minorities. Increase the number of female and minority athletic directors through active recruitment and by requiring that at least one woman and one minority candidate be included in the short list for each available position.

Q.14: Review sports offerings at all locations and eliminate inappropriate gender restrictions (e.g., allow cheerleading to be offered only as a coed sport).

Health Services for Women Students
General Recommendation R

Increase awareness of the health services for women students available at University Park and other locations and continue to improve the quality of these services. Strengthen the Women's Health Department and broaden its mission to include nongynecological health problems such as anorexia. Appoint a Women's Health Advisory Committee to monitor women's health issues at all Penn State locations.

R.1: Strengthen the Women's Health Department and broaden its mission to include nongynecological health problems of women.

a. Add at least one clinician to the Women's Health Department staff immediately. Current problems with waiting periods for appointments and with the quality of patient-clinician interaction may be mitigated to some extent by such an increase. Increased staffing would also offer the possibility of increased direct involvement of clinical staff in educational efforts in coordination with Office of Health Promotion and Education. Of course, if the educational efforts suggested in Recommendation R.3 increase utilization, further increases in staffing would be necessary.

b. Include a major focus on clinician manner in the interview process involved in refilling positions following turnover and in the hiring of staff for new clinical positions. In the area of Women's Health it is particularly important that clinicians exhibit outstanding interpersonal as well as medical competence.

c. Review the fee structure for gynecological examinations. There are a number of possible approaches to the economics of this problem. The preferred solution is the institution of a health service fee for all students and the elimination of all fees for services considered to be an essential part of routine health maintenance behavior. An alternative that is focused more specifically on the Women's Health Department would be a decrease in the fee for all gynecological examinations combined with an increase in the fee for a "no show."

d. Include a major increase in space for Women's Health in the development of plans for the remodeling of Ritenour. The increased space should provide a private waiting area and office and examination rooms for the increased clinical staff suggested above.

R.2: Appoint a Women's Health Advisory Committee charged to take as one of its first tasks the assessment of women's health services at non-University Park locations. The committee charge should also include assessing services for all University women, developing a plan for routine collection of evaluative data on consumer satisfaction the care received at all locations, improving sexual assault/rape services, and ascertaining if the health needs of minority women and returning adult women are being met.

R.3: Charge the Office of Health Promotion and Education to develop a coordinated media effort aimed at increasing the number of students who are familiar with the services available at the University Health Services Women's Health Department. Increase the staffing of that office as necessary. We strongly recommend additional clinical staffing for the Women's Health Department to allow increased involvement of the clinicians in educational programming developed in coordination with Office of Health Promotion and Education (see Recommendation R.1a).

R.4: Establish a patient advocate position, perhaps as a health educator/patient advocate in the Office of Health Promotion and Education. Revise all materials and programs describing University Health Services to emphasize the importance of student feedback to the advocate regarding the quality of services received throughout University Health Services.

R.5: Review the Athletic Medicine Program (see also Recommendation Q.11). The membership of the review team should include physicians and other health care providers from outside the program as well as coaches, administrators, and athletes. It should report to the senior vice-president for finance and operations and the medical director of the University Health Center. This review team should be charged with gathering information regarding the following issues and making recommendations as appropriate:

a. Determine whether the quality of health services provided by the Athletic Medicine Department meets the needs of student athletes, Intercollegiate Athletics, and the University. Determine if women athletes are encouraged to use the health services of the University Health Service (e.g., Women's Health).

b. Determine whether services are being provided in a way that treats women fairly, equitably, and sensitively and insures the privacy and dignity of patients.

c. Determine whether the Athletic Medicine Program should continue to report to Intercollegiate Athletics. Consider including athletic team physicians in the medical peer review procedure of the University Health Service.

Family Care Policy
General Recommendation S

Implement policies that will provide students and employees at all locations with access to affordable, quality family care opportunities. Steps should be taken to (1) ensure the availability of adequate family care opportunities at all locations, (2) enhance student and employee ability to afford quality family care, and (3) facilitate the scheduling of family and work time to accommodate the needs of employees and students with family care needs.

S.1: Conduct complete needs assessments at all Penn State locations. Such assessments should include the extent of student and employee needs and should also address needs among potential students.

S.2: Implement family care policies at each Penn State location as necessary. Such policies should ensure adequate access to drop-in care for the children and families of students, and adequate access to full-day care for the children and families of employees. Child and family care services offered directly at the University or indirectly through a contractor should include infant care, should have an ethnically diverse staff, and should involve a sliding scale fee system to provide access to low income students and employees. Wherever possible, family care services should include elder care as an integral part of the program.

S.3: Begin immediate planning for the construction of family care facilities at the University Park campus and at the Hershey Medical Center. Appoint a Family Care Committee to develop plans for the administration of those facilities and programs.

S.4: In the interim, appoint a committee at the Hershey Medical Center to investigate means by which the University could contract with a private agency to provide temporary family care programs for University employees in the vicinity of the Hershey Medical Center and the Elizabethtown Hospital and Rehabilitation Center until the facility recommended above is completed.

S.5: Develop pilot family care programs for the Shenango Valley and Altoona campuses.

S.6: Establish family care information and referral services immediately at all Penn State locations, offering information to students and employees regarding the family care opportunities that are available to them in the local community.

S.7: Develop a procedure by which employees may have their child and family care costs deducted from their pay to take advantage of the Tax Recovery Act of 1981 or any other tax laws that are currently applicable. Investigate the feasibility of adding family care credits to the current benefits package, either as a fixed benefit or as part of a flexible benefits add-on to a core benefits package (see also Recommendation E.1).

S.8: Whenever possible, include the likely cost of family care in assessments of need in student financial aid programs. Establish a special "Parent Scholarship Fund" to offer child care subsidies to full and part-time students at all locations.

S.9: Implement Study Group Recommendations C.1, C.2, and C.3 which deal with benefits and compensation for part-time employees, and would enhance some Penn State families' ability to schedule their work lives around family care responsibilities.

S.10: Widely publicize the University's flextime policy which makes flextime available to employees at the discretion of their supervisor. Encourage supervisors to allow flextime whenever possible to facilitate arrangements for family care.

S.11: Replace sick leave and vacation days with personal time days. This time could be used by employees for sick leave, family care, vacation, or other personal responsibilities (same as Recommendation E.2).

S.12: Clarify and revise the current child care leave policy so that parents of biological or adopted children of any age may be eligible to go on leave without salary and have the option of retaining accumulated sick days or vacation days (same as Recommendation E.4).

S.13: Refer to the Faculty Senate Committee on Faculty Affairs a recommendation to modify PS-23 so that provisional faculty may be granted up to one extra year of tenure eligibility after the birth or adoption of a child (see Recommendations E.5 and G.10).

Women's Studies Program
General Recommendation T

Implement policies regarding curriculum and faculty appointments that will enhance the visibility of the Women's Studies Program. Continue its growth in directions that will provide clear women's studies career lines for its faculty, and that will solidify its position in the academic community. Provide the staff support that will allow it to function effectively as an interdisciplinary, intercollege program.

T.1: Take action immediately to crosslist the women's studies courses that are currently offered in other departments by affiliated faculty. Expand the number of core Women's Studies courses to cover basic women's studies topics that are not appropriate for crosslisting with other departments and programs. Encourage the Women's Studies Program to submit proposals for offering an undergraduate major and a graduate minor in Women's Studies.

T.2: Ask the Women's Studies Program to develop a procedure for continuing to identify faculty members to be offered nominal joint appointments in the Women's Studies Program. Increase the inter-college component of the Women's Studies program by establishing a number of 100 percent lines that Women's Studies would use to create joint appointments in other colleges. Alternatively, establish a Provost's Women's Studies Matching Fund, which could be used by Women's Studies to pay the 50 percent of a joint appointment presently covered by the home college.

T.3: Issue statements from the Provost's Office making its position on the value of joint appointments clear. Develop guidelines for the setting of workloads for joint appointments, and for the evaluation of scholarship that is published in multiple disciplines; stress the importance of giving equal value to accomplishments in both of the fields in which an appointment is shared. Any joint appointment with Women's Studies that will be approximately 50/50 should have the larger percent located in the Women's Studies Program in order to counteract the tendency to ignore contributions to women's studies journals and Women's Studies committees. Combine four of the new Women's Studies positions into two full-time, tenure-track faculty positions in Women's Studies.

T.4: Add an administrative assistant position to the Women's Studies staff, convert the Director's position to full-time, and submit the clerical position for reclassification and regrading as appropriate. As the number of budgeted faculty increases nine-fold in the next few years, consideration should be given to further increases in staffing, allotment, and space.

Curriculum Integration
General Recommendation U

Implement a University-wide, inclusive curriculum integration effort to encourage and support faculty who wish to revise their course to be more inclusive of the activities, accomplishments, and perspectives of women and people of color. Appoint a University Curriculum Integration Committee and provide resources to implement curriculum integration programs throughout the University.

U.1: Establish a University curriculum integration committee to develop plans for a comprehensive, inclusive curriculum integration effort that would include the steps recommended below (Recommendations U.2, U.3, U.4, U.5). Ensure that the committee has adequate participation from traditionally male-dominated colleges. Include the Directors of Women's Studies, Black Studies, the Paul Robeson Cultural Center, and the Center for Women Students on the committee.

U.2: Develop plans for a workshop for faculty involved in the development of course outlines for general education breadth courses. Provide the resources necessary for the implementation of that workshop.

U.3: Develop proposals for the offering of summer curriculum integration institutes for faculty, and to seek outside funding for those institutes. If outside funding is not available, allocate internal funds to implement the institutes.

U.4: Establish a curriculum integration team teaching fund to support the use of team teaching in the development of an integrated curriculum. The funds would be used to appoint visiting professors to consult on curriculum integration and teach team-taught courses with regular faculty members, and to provide released time for Penn State faculty with interests related to the curriculum integration effort (e.g., women's studies and Black studies) to work with other faculty in the development of integrated courses.

U.5: Give high priority to curriculum integration in current curriculum and instructional development programs, such as the United Federal Bank Instructional Improvement Fund, the Scholars Program, the Microcomputer Fund, and the Instructional Development Program. The Equal Opportunity Planning Committee could also include a special invitation of curriculum integration projects in its annual call for proposals.

Center for Women Students
General Recommendation V

Increase staffing, allotment and space for the Center for Women Students to provide adequate support for its missions of advocacy, information dissemination and educational programming, and liaison on matters concerning women students at all Penn State campuses.

V.1: Add the following two positions to the staff of the Center for Women Students: (1) Rape Awareness/Prevention Specialist (see Recommendation P.3), and (2) Advocate for Women Students. Increase clerical support and staff as appropriate, and reevaluate the grade levels of current staff.

V.2: Substantially increase the departmental allotment for the Center for Women Students to provide appropriate levels of support for current activities and for the increased activities that have been recommended elsewhere (see Recommendations H.2, H.4, H.5, I.3, I.4, M.2, M.3, P.2, P.3, and P.4).

V.3: Increase the space available to the Center for Women Students as appropriate for the proposed increase in staffing and activities.

Non-Tenure Track Faculty
General Recommendation W

Implement policies that will provide non-tenure track faculty members with (1) improved job security, (2) access to promotion and advancement opportunities, and (3) equitable salaries. Encourage units with large numbers of non-tenure track faculty positions to convert as many of them as possible to tenure track appointments. Establish tenure track "clinical" faculty appointments.

W.1: The Provost's Office should take a strong stand against the use of non-tenure track faculty positions to carry out the continuing work of a department. Locations that employ large numbers of non-tenure track faculty should be encouraged to convert an appropriate number of those positions to tenure track positions (also see Recommendation W.6).

W.2: Establish tenure track "clinical" faculty appointments, for use in locations in which there is a continuing need for faculty whose duties revolve largely the implementation of a professional training program, internship experiences, and/or clinical duties; or that must rely heavily on personnel without terminal degrees. (Examples of such locations include the Hershey Medical Center, the Department of Nursing, the College of Education, the University Libraries, and the Social Welfare Program.) The proposal should include the development of revised tenure criteria that recognize the special aspects of such positions.

W.3: Convert positions of fixed-term faculty who have been employed for five or more years to standing appointments.

W.4: Implement the Faculty Senate recommendations regarding multi-year fixed-term appointments and the addition of academic ranks to include the titles of senior lecturer and senior research assistant. Encourage units to convert as many one-year appointments as possible to multi-year appointments. Monitor appointments to such positions to ensure that women as well as men are being considered for them.

W.5: Develop a sabbatical leave policy for non-tenure track faculty, applying to faculty members on standing or multi-year appointments (see Recommendation W.4).

W.6: Provide individuals on fixed-term appointments with notification of reappointment as early as possible, preferably with no less than 90 days notice before the resumption of the appointment.

W.7: Evaluate salaries of non-tenure track faculty who have been in their positions for at least three years. Provide adequate salaries to ensure that valued fixed-term faculty are encouraged to remain. Unit heads should provide salary increases for non-tenure track faculty comparable to tenure track faculty salary increases.

W.8: Implement Study Group Recommendation C, which would provide benefits for part-time employees. Notify all fixed-term faculty members of their eligibility for the purchase of benefits during the summer if they are going to be continued in the fall.

W.9: Charge the Provost's Office to develop guidelines for consideration by the Faculty Senate regarding appropriate workloads and salaries for non-tenure track faculty. Require explanations whenever those guidelines are violated. As part of those guidelines, emphasize the valuable contributions of non-tenure track faculty and urge their complete integration into the functioning of departments.

Staff Exempt and Staff Nonexempt Employees
General Recommendation X

Improve conditions of employment for women staff exempt and nonexempt employees with respect to (1) salary, (2) opportunities for development and advancement, (3) recruitment into the higher staff grades, (4) abuse of the "more than 40 hour work week", (5) problems of isolation, and (6) representation in University decision-making processes.

X.1: Salaries for entry level staff positions need to be carefully reviewed with respect to salaries for comparable levels of clerical and technical-service employees. The size of the pool of money for staff raises should be reviewed and compared to that assigned to other classifications of University employees.

X.2: Conduct a case-by-case analysis of the salaries of staff employees who are being paid significantly less than would be expected given their grade and seniority. Utilize a regression substitution program similar to that currently being used by the Affirmative Action Office for other employee classes.

X.3: Consider revising the current classification system and salary schedules for staff nonexempt and staff exempt employees. The present system has no provision for promotion within grades, and the number of grades is insufficient to provide any real hope of relatively frequent promotion for long-term employees.

X.4: The Office of Human Resources should perform a cohort study for staff employees and report the results to the Commission for Women. Hiring patterns, education and experience at entry to the system, rate of progress through the ranks, level of managerial responsibilities, and salary levels for men and women employees in similar job classifications should be examined for evidence of structural discrimination. Ideally, the assistance of a body such as the University employee council (see Recommendation X.8) should be enlisted to develop solutions to problems identified through this study.

X.5: Increase the number of women in higher staff exempt categories. Utilize a variety of techniques, including national searches when a pool of qualified women candidates does not exist and the professional development and guidance discussed in Recommendation X.6.

X.6: More professional development opportunities including sabbaticals, should be provided for staff employees. The staff sabbatical policy should be reviewed and publicized. The Human Resource Division of the Office of Human Resources should work with the administration to devise additional approaches to professional development, and it should develop workshops for staff employees that will assist them in career planning by indicating the combination of skills necessary and the alternative paths possible for career advancement. Greater care should be taken in writing job descriptions and ads to highlight the skill and knowledge requirements that may be transferable from other kinds of positions. Thoughtful attention should be given to developing career ladders where none now exist.

X.7: Immediately issue reminders to all units that routine work expectations should not exceed 40 hours per week for staff exempt employees; 50- to 60-hour weeks should be the exception, not the rule. The definition of position responsibility in PS-28 should be rewritten to read ". . . keeping in mind that forty (40) hours a week is the standard assignment and that longer weekly work schedules should be required on occasion only." Consider adopting a policy of compensating nonmanagerial staff exempt employees for overtime beyond a specified number of hours per week.

X.8: Conduct focus group meetings with staff women in units in which they are isolated, or which employ large numbers of staff in the lower grades, to identify problems and develop strategies to address them. Particular attention should be given to women staff in the agricultural extension system.

X.9: Create a University employee council for staff exempt, staff nonexempt, clerical, and technical-service University employees. The council, which would have strong representation from staff women and men at all University locations and with different job settings, would provide a forum for the discussion of problems in which creative solutions could receive a hearing and review. The council should have direct access to the senior vice president for Finance and Operations and advise him or her on nonacademic employee-related issues.

The Leadership Share: Toward the Year 2000
General Recommendation Y

Achieve a balanced representation of men and women in leadership positions throughout the University by increasing the percentage of women to 50 percent in academic, administrative, and management positions by the year 2000.

Y.1: Develop a strategic plan for the recruitment of women into leadership positions. This will involve analysis of replacement patterns and should employ a "serious search approach" (Recommendation D) to talent identification and recruitment of women.

Y.2: Expand PS-22 to include all categories of academic administrator positions. Develop a similar policy to cover nonacademic positions such as vice president, assistant vice president, and director.

Y.3: Conduct a study of the opportunity structure for administrative advancement including the use of newly created positions. Assign the Office of Human Relations, working in conjunction with the Affirmative Action Office, to oversee the search for and appointment of persons to fill newly created administrative positions.

Y.4: Improve internal advancement opportunities for women and minorities by holding administrators accountable for providing growth and development opportunities for subordinates.

Y.5: Increase the numbers of women in higher categories of staff. Require an external search for every vacancy in which there are no qualified women and minorities in the internal pool (see also Recommendation X.5).

Y.6: Create a University-wide job posting system using electronic mail and electronic bulletin boards as well as print media.

Y.7: Increase the number and percentage of women in senior faculty roles (see Recommendation G) and improve the access of women students and faculty to colleagueship and mentoring. Encourage cross-gender, cross-racial, and cross-cultural mentoring among male and female and faculty and students.

Y.8: Expand the Women's Opportunity Fund to include funds for development opportunities for individuals and interested units, in addition to the funds currently targeted for recruitment.

Y.9: Increase the representation of women in the various policy and decision-making councils and arenas, both academic and nonacademic, to 50 percent.

Y.10: Create a task force which includes staff, clerical, and technical-service employees to recommend how to include them more fully in the decision-making processes of the University.

Advocacy for Women
General Recommendation Z

Enhance the current structure of advocacy for women by expanding the resources available to the Commission for Women, the Office of Human Resources, the Equal Opportunity Planning Committee, and the Center for Women Students. Make structural changes in these bodies as necessary to ensure that the following functions are adequately addressed throughout the system: (1) provision of ongoing policy advice to the President on women's issues; (2) monitoring and reporting on the University's progress in addressing women's equity issues; (3) administration of a comprehensive program of education and training at all locations regarding women's equity issues; and (4) providing support for women with specific equity grievances.

Carefully monitor the consequences of these changes for a period of 18-24 months, after which serious consideration should be given to the possible need for major structural changes to increase the impact of the administration's commitment to the ultimate attainment of gender equity.

Z.1: Establish a position that would serve as an advocate for women employees. In cases that involve problems of communication or matters that can be resolved by compromise, the advocate would function as a mediator, to bring the parties together to talk through their differences in the presence of a person trained in conflict resolution. In cases in which a more formal grievance approach seems appropriate, the advocate would work with the employee to move the complaint forward aggressively and effectively. In cases in which these "normal" channels break down and justice is not served, the advocate would work through "non-normal" channels to attempt to rectify the situation. The placement of this position should give the advocate direct access to the President.

Z.2: Establish a formal position of Advocate for Women Students in the Center for Women Students to serve an advocacy function for students throughout the University. Add a rape awareness/prevention specialist to the Center staff. Enhance funding to allow the Center to increase its involvement in training and educational programming on women's equity issues for students (see Recommendations P.3, U.1, U.2, U.3, and V.3).

Z.3: Provide resources for the establishment of an Employee Development Center in the Office of Human Resources to carry out employee and supervisor training and education focused on women and other protected or underrepresented groups.

Z.4: Charge the Commission for Women and the Affirmative Action Office to work with the Office of Planning and Analysis to develop a plan for an Annual Report on the Status of Women. The required reports should be completed annually by the Office of Planning and Analysis (in cooperation with the Division of Planning Studies, Commonwealth Educational System, when appropriate) under the leadership and direction of the Commission for Women, which will compile them into an Annual Report to the President. Charge the Office of Planning and Analysis to maintain staff with expertise on women's equity issues, to designate a staff member to attend meetings of the Commission for Women, and to provide appropriate assistance in the completion of special reports on the status of women as identified by the Commission for Women, the Affirmative Action Office, and the Equal Opportunity Planning Committee.

Z.5: Expand the membership of the Equal Opportunity Planning Committee to enhance the representation of women's advocacy by appointing individuals such as the Director of Women's Studies, the Director of the Center for Women Students, and the President's liaison to the Commission for Women. Establish a Women's Opportunity Fund (in addition to the current funding for faculty and administrator recruitment) to be administered by the Equal Opportunity Planning Committee through a University-wide request for proposals regarding initiatives to increase equity for women.

Z.6: Take the following steps to enhance the effectiveness of the Commission for Women: (1) establish the position of Chair Elect; (2) add former Commission Chairs to the membership of the Commission and of its Executive Board; (3) provide the Commission for Women with a permanent location and a full-time administrative assistant; (4) provide the Chair of the Commission with 50 percent released time; and (5) appoint the Director of Women's Studies, the Director of the Center for Women Students, the Affirmative Action Officer, and the Director of the Undergraduate Student Government Department of Women's Concerns as ex-officio members of the Commission for Women.

Z.7: Charge the Commission for Women to work with the President's Office to facilitate the implementation of the Study Group recommendations, to work with the heads of all academic and nonacademic units to incorporate women's equity goals into their Strategic Plans, and to monitor the University's progress toward gender equity. During the spring semester of 1990 the Commission should present a progress report on the status of women to the Equal Opportunity Planning Committee. At that time the Equal Opportunity Planning Committee should assess the effectiveness of the current structure for advocacy for women and consider a recommendation to the President for the appointment of a Vice President for Human Relations, charged with advocacy and leadership on equity issues for women, Blacks, and other minorities.